DOCUMENT RESUME

ED 288 636 PS 016 976

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TITLE Leadership Development: A Facilitator's Handbook. Together for Children: Cooperative Preschools.
INSTITUTION Parent Cooperative Preschools International, Indianapolis, IN.
PUB DATE 6 Mar 85
NOTE 80p.; For other manuals in this series, see PS 016 974-975.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Communication (Thought Transfer); *Conflict Resolution; *Games; *Group Dynamics; *Leadership; Leadership Training; Learning Activities; Parents; *Problem Solving; Staff Development; Teachers; Workshops
IDENTIFIERS *Cooperative Preschools; Group Leaders

ABSTRACT

This facilitators' handbook is intended primarily for use in workshops for parents and teachers involved in cooperative preschools. The handbook provides practical resources for anyone working in a group setting, and is designed with the aim of developing learners' skills in leadership and group activities. After introductory information, chapter 2 examines barriers to effective communication and offers guidelines for improving communication. Chapter 3 introduces a method for analyzing groups which helps members examine group relationships and develop sensitivity toward others. Chapter 4 identifies leadership styles, emphasizing cooperative or shared leadership. Various group roles are identified and discussed. Chapter 5 focuses on the role of the group facilitator. Chapter 6 suggests a problem-solving technique which can be used to help a group or individual find the optimum solution. Chapter 7 describes ways of dealing with conflict. Differences are discussed in terms of how they can be effectively managed and their potential for positive contributions. Chapter 8 offers a selection of semistructured situations with generally predictable outcomes which can be used with a group. These situations enable members of the group to experience the variety of human behavior and to begin to transfer their learning to real life situations. Chapter 9 introduces cooperative games involving physical activity which use the principles of cooperative learning in an informal and enjoyable way. (RH)

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WHAT IS A CO-OPERATIVE PRESCHOOL?

A co-operative preschool is formed by a group of parents who organize to provide their children with a quality preschool experience. The preschool is administered and maintained by the parents on a non-profit, non-sectarian basis. Under the guidance of a qualified teacher, the parents also assist in the classroom and participate in all aspects of the children's activities. The parent education program carried on throughout the year is an original feature of the co-operative preschool. The efforts of parents and their direct involvement during the school day make co-ops a unique experience.

WHAT IS P.C.P.I.?

PARENT CO-OPERATIVE PRESCHOOLS INTERNATIONAL is an international council dedicated to the family and the community. It is non-profit and non-sectarian, with membership open to councils, schools and individuals who are willing to uphold its purposes, which are:

— To strengthen and expand the parent co-operative movement and community appreciation of parent education for adults and preschool education for children.

— To promote desirable standards for the program, practices and conditions in parent co-operative programs and encourage continuing education for parents, teachers and directors.

— To promote interchange of information and help among parent co-operative nursery schools, kindergartens and other parent sponsored preschool programs.

— To co-operate with family living, adult education and early childhood educational organizations in the interest of more effective service relationships with parents of young children.

— To study and promote legislation designed to further the health and well being of children and families.

P.C.P.I., like the co-op schools which form its membership, ultimately depends on the dedication and resourcefulness of people in many areas who give freely of their time and energy so that teaching and learning become shared experiences.

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Copyright 3/6/85

Published by: Parent Cooperative Preschools International
P.O. Box 90410 Indianapolis,IN. 46290-0410

LEADERSHIP DEVELOPMENT:

A Facilitator's Handbook

Dorothy Bartalos
Ania Meyer

ACKNOWLEDGEMENTS

Dorothy Bartalos and Ania Meyer have been members of volunteer organizations for the past 15 years. As active members of Parent Cooperative Preschools International, they designed and facilitated leadership development workshops specifically for presentation to parents, teachers, council and board members of parent cooperative preschools in Canada and the United States. Over a period of four years they field tested their material in preparation for publication. In June 1984, Parent Cooperative Preschools International and the Association of Parent Participating Schools of London & District, sponsored a two day advanced leadership development course where the original handbook was used as supportive material for the workshop experience.

The insights and guidance contributed by colleagues and workshop participants during these formative years have been invaluable.

The authors gratefully acknowledge the continuing encouragement and support of Dr. Beth Stephenson. Her dedication is inspiring. The authors also want to thank the many people who contributed to the preparation and publication of this handbook. Your help, your sharing and your caring have made it a reality.

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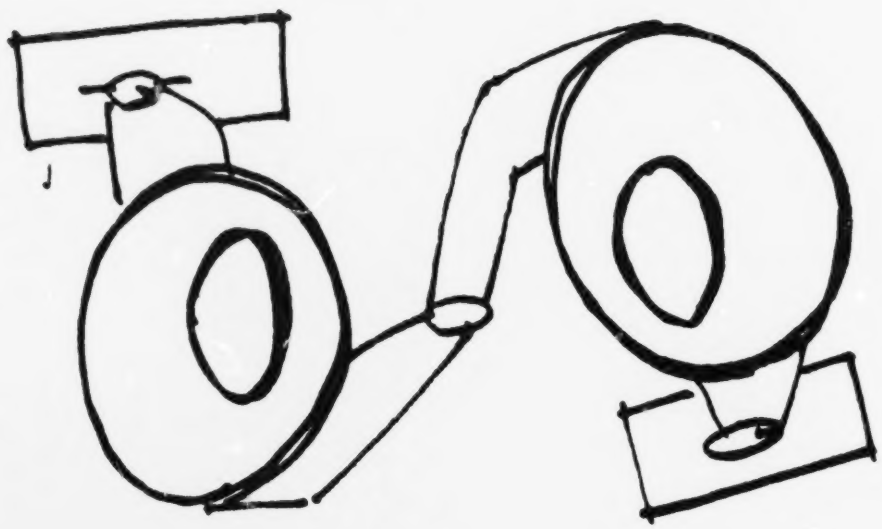
INTRODUCTION



INTRODUCTION

Volunteer organizations are the lifeblood of thousands of communities in North America. The people who make up these boards and committees bring a variety of experiences to their work in groups. Some boards, committees and groups are more successful than others in doing "the job" and at the same time developing a happy working relationship.

This book is written in the hope that it can help people to work more effectively together and to improve the quality of their relationships.

WHO THIS BOOK IS FOR

The material in this book has been field tested in workshops for parents and teachers who, with their children, are part of the cooperative pre-school family. However, the book is intended as a practical resource for anyone who is working in a group setting.

Have you just been elected a member of a board? Are you joining a new committee? Are you someone who already has experience in group leadership and who has been asked to present a workshop? Whatever the case, this book should contain useful material to help you function as an effective member of your group.....and feel good about it!

WHAT IS IN THIS BOOK

This handbook combines theory and practice to help you further develop your skills in leadership and group activities. The chapters contain a variety of topics and tools for this purpose.

A preview of each chapter will familiarize you with what is available:

Chapter 2 examines how well we make connections with each other. It looks at the barriers to effective communication and gives guidelines for improvement.

Chapter 3 introduces a theory which is one way of analyzing groups. It helps the members to look at their relationships within the group and develop a sensitivity toward each other.

Chapter 4 presents styles of leadership with emphasis on cooperative or shared leadership. The task/doing and maintenance/group building roles are identified and examined.

Chapter 5 identifies the role of the facilitator. This section is primarily for the person who already has experience in group leadership, facilitation and workshop design. The same principles, however, apply to general meetings or to an all-day workshop.

Chapter 6 suggests a problem-solving technique to use in helping a group or individual find the "best" solution to their problem as they see it. A facilitator or designated leader guides the group through the phases outlined.

Chapter 7 describes how we can deal with conflict. The positive potential and effective management of differences are examined.

Chapter 8 offers a selection of semi-structured situations with generally predictable outcomes which can be used with a group. They enable the group to experience the variety of human behavior and then to begin to transfer their learning to real life situations. The effectiveness of the learning experience is directly related to the skill of the facilitator in guiding the group in its examination of what happened. Debriefing, or how to look at what happened, is explained.

Chapter 9 introduces cooperative games. These activities are a quick change of pace to physical activity using the principles of cooperative learning in an informal, fun way.

HOW TO USE THIS HANDBOOK

An appropriate way to use this handbook is to familiarize yourself with the theory in Chapters 2, 3, 4, and 5 before looking at the practical applications in Chapters 8 and 9. You will find, however, that in Chapter 6 problem-solving, theory and model are integrated.

On each chapter title page there is an introductory graphic that can be used in a variety of ways. Try using one or more of these as a group warm-up or introduction to an activity. They are intended to be fun things, possibly even mind expanding. What do they suggest to you?

This book contains a range of resources. The challenge for you is to take from the printed page what seems useful to you and to apply it in your particular situation.

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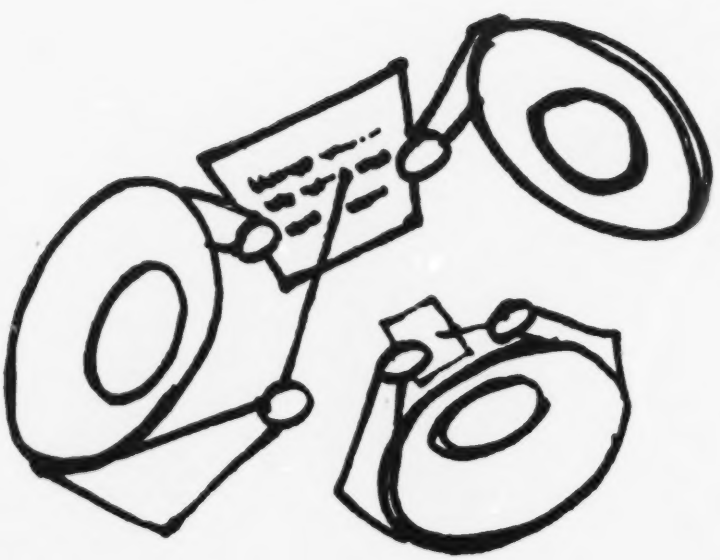
COMMUNICATION



COMMUNICATION

How well do you make connections with other people?

When we consider we have been "making connections" all our lives, we can easily assume that communicating is no problem for us.

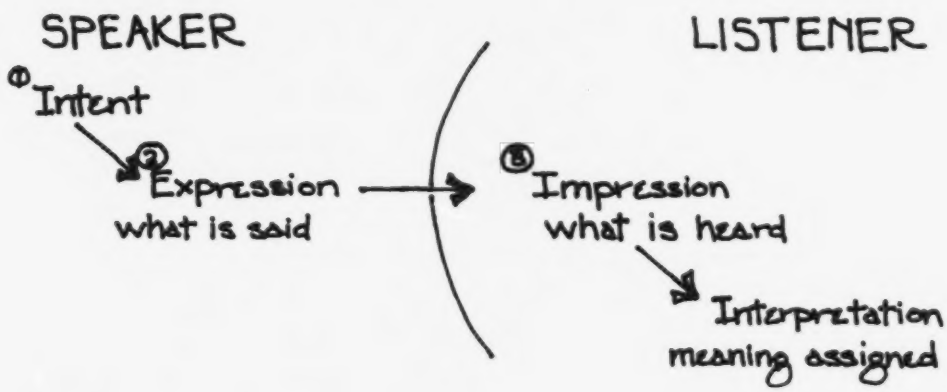
But the question is: How EFFECTIVELY do we communicate?

On the surface, face-to-face communication appears simple. But listen to- and watch - two old friends talking together. Note the incomplete sentences - single words - gestures and eye movements - which often communicate as much as lengthy speeches would convey between casual acquaintances.

Communication is much more than the exchange of words; all behavior, verbal and non-verbal, conveys some message to the receiver. Usually INTERPERSONAL COMMUNICATION is defined as a message sent by one person to another in order to affect the receiver's behavior.

Successful communication is not necessarily automatic. EFFECTIVE communication takes place between two people when the receiver interprets the sender's message in the same way the sender intended it.

The speaker and the listener are individually different; they are products of their own needs, backgrounds and experiences. Therefore, many things can happen to distort messages that pass between them.



In this diagram the filter or lens represents any element which causes interference in the communication process. The success of communication is largely determined by the degree to which this distortion can be minimized.

Here's a list of factors which influence how effectively we communicate with each other.

- Our attitudes, prejudices, experience and background.

- The language we use and its appropriateness. For example:

  - specific words mean different things to different people

  - jargon conveys special meaning to group members but it is not understood by outsiders, e.g., "At our first meeting we decided to focus our efforts on the promotion of TAMS and BUB." Only an insider could interpret that sentence!

- Our tendency to accept and react more readily to what we hear, when it supports rather than conflicts with what we already believe.

- Our tendency to hear good from those we like and approve of and bad from those we dislike. This is sometimes called the "halo effect."

- The group with which we identify, share experiences and common frames of reference. For example - our family, our peer group, the staff in our office, the people in our neighborhood.

- Our emotional state - messages may sound more threatening if we are worried, afraid, insecure or depressed - problems may go unheard if we are elated.

- Our response to non-verbal aspects of communication such as:

  - body language, facial expression, gestures, posture

  - style of dress

  - tone of voice

  - manner of speaking, speech problems, distracting mannerisms

- Our response to physical environment in which the communication is happening:

  - acoustics, traffic noise, static of a public address system

  - seating arrangements

  - time of day

- length of meeting

- ventilation, temperature, lighting in the room

Communication always has two distinct parts. It involves two people: the person who has a message to send, and the person who receives that message.

Our purpose in sending messages is to inform others in what ways we make sense to ourselves. If we do not level with the listeners, i.e., express our thoughts and feelings clearly, we are assuming that they know these thoughts and feelings, or demanding that they trust in our good sense and good intentions without knowing.

The following suggestions are useful guidelines to leveling:

1. Use personal pronouns such as "I" and "my" to clarify that the ideas and feelings are yours, not a repetition of the thoughts and feelings of others.

2. Make messages complete and specific, by including all the information the receiver needs, i.e., your frame of reference, your assumptions and intentions.

3. Make sure verbal and non-verbal messages match. A statement of enthusiasm for something loses credibility if the tone of voice and facial expression convey lack of interest.

4. Repeat your message in a variety of ways. Use pictures, the written and spoken word, and non-verbal physical gestures.

5. Ask for feedback concerning the meaning which the receiver is giving the message.

6. Explain information appropriately to different people. Is the listener an expert or a novice on the topic? A child or an adult? A co-worker or a client?

7. Communicate your feelings by name - "I feel happy;" by actions, real or potential - "I'm so angry, I feel like slamming down the phone!" - or figures of speech - "I feel down in the dumps."

8. Be non-judgmental in responding to other people's behavior - "I feel that I'm being ignored."

What happens when people don't level with one another? We may:

- Find ourselves in an angry discussion involving differences in value systems, but not discussing our feelings.

- Find our well-intentioned statements misunderstood or misinterpreted.

- Find group members "flighting" from discussing information relevant to the group by discussing situations outside that group.

- Find ourselves not dealing openly with others with whom we experience difficulty.

The other side of communication involves how effectively we receive messages.

How well do we listen?

Listening is an active process with a clear-cut goal, that of finding out in what ways the other person makes sense to herself. No matter how foolish, confused, or irrelevant she seems to us, we must assume the other person makes sense to herself in some way unknown to us. Listening actively indicates our commitment to understand the other point of view, lowers resistance to negotiation during conflict, and sets the tone for us to be listened to in turn.

NOT LISTENING means not crediting the other person with making sense to herself. It implies a degree of indifference, contempt or rejection and may shake her confidence in herself.

Listening actively before we begin to convey our message is not just a case of parroting the other person's words. It is an indication that we are trying to understand the feelings and meaning of her message.

Here are some guidelines to keep in mind:

- Paraphrase accurately and non-judgmentally the content of the message.

- Describe the sender's feelings as you perceive them. State these without expressing approval or disapproval and without attempting to interpret them or explain their causes, e.g., "Sounds like you feel angry-happy-discouraged-good-elated."

- Try to tune in to the sender's non-verbal message, e.g., "Your frown seems to say you disagree."

- State your interpretation of the message and check that the sender agrees with your understanding. Clarify, if necessary, e.g., "What you are saying is that....."

Author's Note:

Throughout the text "she" is used where "he" or "she" would be equally appropriate.

If we are not really listening to the other person, we may:

- o find ourselves impatiently waiting to make a point, tripping up the speaker and showing the views to be foolish or inconsistent.
- o find ourselves tagging a statement as stupid or looking at some negative trait in the speaker.
- o hear group members interrupting each other, not building on previous contributions, only rarely asking the speaker to clarify a thought or statement.

ON LISTENING AND LEVELING

Listening is not just an individual skill. It requires that the other person cooperate by leveling, by revealing how she makes sense to herself.

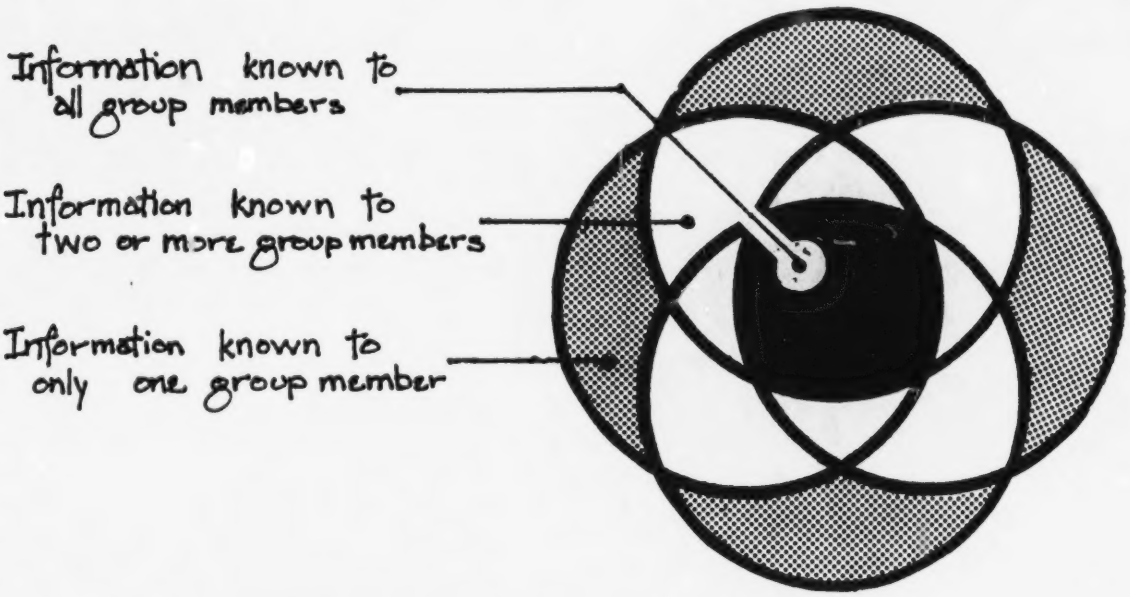
Similarly, leveling is not an individual skill alone. We need active, encouraging listeners to make our thoughts and feelings intelligible to others.

Learning to improve listening/leveling must be seen as a shared responsibility, a goal of the whole group. To be successful, those involved must work at these skills cooperatively and not just individually.

COMMUNICATING INFORMATION IN GROUPS

When the goal of the group is to accomplish a specific task, such as planning a fund-raising event, it is important for each member to share the relevant information she has with all other members. Then working together from a common base, members can combine their ideas creatively to solve the problem of meeting a deficit budget.

In the diagram on the next page, we can see the distribution of information among group members at the beginning of a meeting. As sharing takes place, the black area in the center increases in size until everyone has the necessary information from which to work toward the goal of the group.


Information known to all group members
Information known to two or more group members
Information known to only one group member

PATTERNS OF COMMUNICATION AMONG GROUP MEMBERS

Sometimes we may need to play the role of an observer in a group to gain insight into how it is functioning. For instance, it may be helpful to focus on how communication is happening among members of a particular group.

- Who communicates? How often? For how long?
- Who communicates to whom? Why?
  - Is the speaker trying to impress or gain support from a specific person?
  - Is the speaker expecting opposition from the person she addresses?
- Who triggers whom and in what ways? When one member speaks, does another always speak next?
  - If so, how?....in support?....to undo the point?....by interrupting?

A pattern of interrupting may show how the person sees her own status in the group, relative to other members. Generally, people with high power will interrupt those with low, but not vice versa.

Competition between members of a group can have a real impact on the communication that takes place. The less intense the competition within the group:

- o the more likely that communication will be open and honest.
- o the more information members will share with one another.
- o the greater the feeling of trust.
- o the more creative the solution.
- o the more satisfied group members will be with the outcome.

COMMUNICATION BETWEEN AUTHORITY LEVELS

Most organizations set up a hierarchy of authority to facilitate their operation. Members are divided into small groups, i.e., committees with specific responsibilities. Committee chairpersons are appointed to supervise the committee's work. Committee chairors are in turn supervised by the chairperson (president, director) of the whole group.

In order to function, such groups must establish a formal network of communication. This usually includes meetings, reports, minutes, and memos. The type of network will determine the amount and type of information a group member will receive from other members.

ONE-WAY COMMUNICATION:

- o The person at the top makes announcements or gives instructions to other group members while they are not allowed to communicate with her. This is often what happens at a general membership meeting when the group is large.

  With this method:

  - the listener is passive
  - effectiveness is determined by how the messages are created and presented
  - relatively little time is needed

  The method is:

  - less frustrating for the sender, BUT
  - more unsatisfactory for the receivers

ONE-WAY COMMUNICATION WITH FEEDBACK:

The leader presents a message and group members indicate how well they understand it. For example, the chairperson tells the committee of her recommendation, asks if there are questions but expects the group to endorse her suggestion.

This method:

- allows the chairperson to influence but provides no opportunity for mutual influence
- assumes that the chairperson's position is correct and that she only needs group members to indicate they received the message correctly
- requires group members to understand and accept
- is faster and less frustrating for the chairperson
- is less accurate and more frustrating for group members

TWO-WAY COMMUNICATION:

Each member participates by sharing her own message and by trying to understand other members' messages.

This method encourages:

- free exchange of ideas and information in a productive discussion
- greater participation by all members
- open, candid interaction
- the discussion of feelings of resistance and their resolution at the time of their occurrence
- a sharing of leadership functions
- decision-making by consensus

The method is:

- time consuming
- more frustrating for the chairperson, less for group members

.....and much more effective in the long run!

3

GROUPS

Belonging to groups is one of the most important aspects of life. We are born into a group called the family and our personal survival depends on our membership in this group. We play in groups; we are educated in groups; we work in groups. Almost all our time is spent interacting in groups. No wonder so much research has been done on groups and how they function!

William Schutz is one researcher who has developed a theory on what happens when people gather in a group. His theory divides group life into three phases called inclusion, control, and acceptance/affection.

Remember when you went to the first meeting of your cooperative preschool? Or do you recall the first meeting of a community service club you attended? What happened? How did you feel?

Schutz called this formative time in a group's life the inclusion phase. As we arrive at a meeting, we wonder:

- Who else is here? Do I know any of these people?
- Who is in my group?

When the group is formed, our questions become:

- Where do I fit in? Do I fit at all?
- How important will I be here? Will they know who I am? And what I can do?
- What am I willing to give to be a member? What degree of commitment am I willing to make?

Once we have some answers to these questions, we are ready to begin making decisions together and we enter the control phase of group life. At this point the issues are authority, influence, and leadership. Our questions reflect this concern with control.

- Who gives the orders?
- How can I have some control over what happens?
- How can I influence others in the group?
- How can I form a comfortable relationship with other members in the areas of control, influence and responsibility?

Some groups never get beyond this stage but, if these concerns are resolved satisfactorily, then we are able to focus on accepting and being accepted by others in the group. In this acceptance phase degrees of closeness,

emotional involvement, liking and disliking will be established. We become aware of and concerned with how people in the group feel about each other. The questions we ask include:

- Am I willing to care? Can I show my caring?
- What if no one cares for me? What if they do care?
- What if I don't really care for someone in the group? Will the group be able to accept this?

It is important to recognize that there can be, and almost always is, an overlap in these three phases. They are not distinct and separate. The group will move back and forth between the phases to meet the needs of individual members and of the total group. Every time the group meets, members will experience the inclusion phase. The addition of a new member, the late arrival or absence of a regular member will change the dynamics. While all of the phases are always present, they are not always of equal importance.

When a group finishes its task or the time allotted to the meeting is past, members begin to lose interest and the process described by Schutz tends to reverse.

Remember the last meeting of your preschool as your child was "graduating?" Compare it to your first meeting. What was different? How did you feel?

At this stage we begin to pull back from ties that have no real future. We may sustain a friendship with one or two people, but we don't go on meeting with the wider group. We may become involved in the game of "Who's giving the orders?" We wonder if we really want to spend the time and effort to stay with the group, as an associate member of our preschool for example. Most often we leave this group and move on to another group which meets our newly-evolving needs.

If the group is one intended to have a time-limited life span, then it will disintegrate when members no longer have a purpose for meeting. On the other hand, if the group is an ongoing organization like a preschool, it will re-form each year with new members joining returning parents and teachers to carry out the group's original mandate.

OTHER ASPECTS OF GROUP LIFE

Sometimes at the beginning of a meeting we have difficulty focusing on the business of the group. We are not ready to set aside other concerns and feelings in order to deal with the group's agenda. Perhaps we need to talk with someone about a matter not of concern to the whole group. Or maybe we've had to deal with many problems just to get ourselves physically to the meeting. What we bring with us can be labeled "baggage" and until we have the opportunity to rid ourselves of it, we will not function effectively at that meeting.

The alert leader recognizes this need and finds ways to allow group members to settle in. This can be done in several ways. One solution is to arrange coffee time before the meeting so that this "other" business can be cleared up informally. Another suggestion involves planning a warm-up activity at the beginning of the meeting to allow members to verbalize their thoughts and feelings.

Similarly, at the end of a gathering the leader may feel she is "losing" people. Participants begin to focus on life outside the group and to think about what will happen when the group dissolves. Thoughts such as, "I must remember to stop for milk on the way home," or "I hope John put the casserole in the oven on time," take over. Knowing that this can happen, the leader is justified in renewing her efforts to finish group business on time.

Standards, Norms and Pressures

All groups operate within limits defined by the standards and norms which are set behavior patterns followed by group members.

Standards are limits within which members of a group must conform in order to be a part of the group at all. Some standards in a cooperative preschool might be that every family pay a registration fee and have an interview before becoming a member of the school.

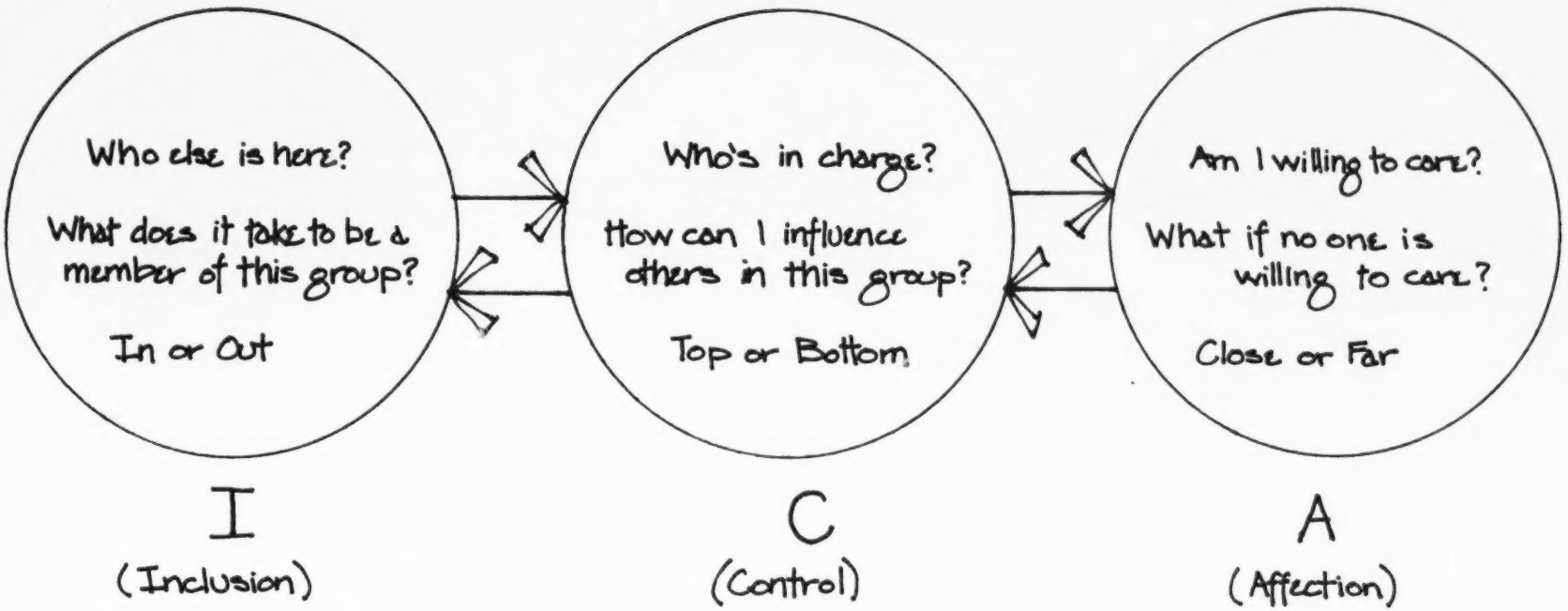
Norms are behavior patterns which, although highly prized, are not essential to membership in the group. In a preschool it may be the norm to attend the church in which the program operates, but those who choose not to do this are still fully accepted as members of the school.

A distinction between standards and norms is that standards are inflexible and set generally by people outside a particular group. Norms evolve out of the life of a group and may or may not be verbalized. An example of a non-verbalized norm would be that everyone is present before the meeting begins. Though this may not be stated, there is a tendency toward silence or there is no serious group engagement until all are present.

Pressures are the forces that operate in a group to maintain the standards and norms of the group. Pressures are brought to bear on group members to behave and think in a certain way - and the person feels these pressures when she deviates from the norm.

Standards, norms and pressures help to stabilize group life. They provide a dependable structure within which a group can live. However, the pressures exerted in supporting standards and norms can be enormously painful to an individual who challenges them.

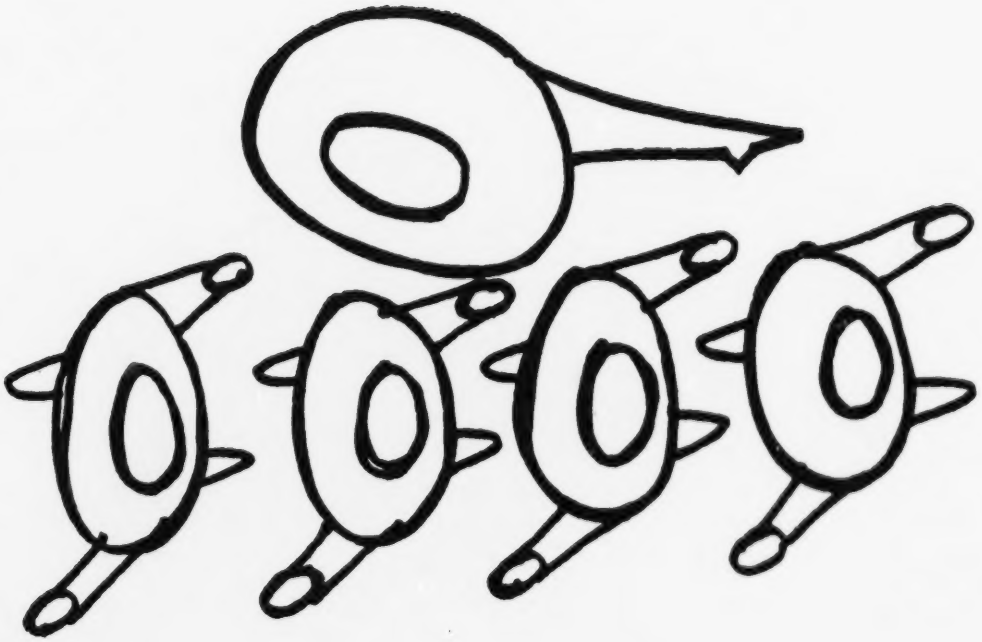
Some standards and norms are useful to the group's purpose and others keep a group from accomplishing its task. It would be useful for a group to examine its standards and norms periodically as part of its growth process.



This diagram shows the ICA theory concisely and is included as a useful visual aid to help explain the process of a group's development.

4

LEADERSHIP



LEADERSHIP

What makes a leader?

We all have our own ideas about what makes the leadership of a group effective or ineffective. How would YOU describe a GOOD leader? Take a moment now and jot down the words you would use to describe such a person..... then read on.

Current thinking describes leadership as the process of one person influencing other members of her group in order to help the group reach its goals. Since all members will at times influence other members, it can be said that every member will share the leadership at some point in the group's life. If a group has a designated leader - a chairperson, director or manager - that person has been given authority to exert influence within the group, but will not be the only person to do so.

A person who is a leader in one situation may not be a leader in another. In some cases, several group members may be providing leadership almost simultaneously.

> **Leadership** is best thought of as a group function requiring behavior that helps the group reach its goal, maintain good relationships among members, and adapt to changes.

This concept of shared leadership focuses on the contributions of all group members rather than on the behavior of a central figure. It highlights the role flexibility of group members who vary their behavior as conditions change and new group needs arise. An effective member must diagnose what behavior is needed at a given time and be adaptable enough to provide that or enable someone else to do so.

Leadership can be described as a situation variable. In a specific situation particular behavior may be helpful to the group; in another situation that same behavior may hinder the group. For example, when a group is brainstorming possible solutions to a problem, providing more information about why a suggestion won't work would hinder the process. When the group reviews the results of brainstorming to determine the BEST solution, sharing such additional information would be helpful.

The group itself must be flexible in assigning leadership functions to different members as conditions change, in order to try to tap all the skills and resources within the group. This will promote good feelings among group members who share equal opportunity to participate and to influence other members.

Another popular theory, that of LEADERSHIP STYLE, was developed in the late '30s and '40s as a means of classifying leadership behavior.

Three styles were identified:

- **AUTOCRATIC:** (authoritarian) Policy is determined by the leader. The leader dictates the steps of each activity and controls the task of each member. She is personal in praise and criticism of the work of each member but remains aloof from group participation. She gives direct orders.

  Effective: When an urgent decision is needed.

- **DEMOCRATIC:** Policy is set through group discussion and decision. Leader guides and assists in group-decision making and encourages and helps members to interact.

  Effective: When members must feel highly committed to implement the decision.

- **LAISSEZ-FAIRE:** Little participation by the leader.

  Effective: When group is committed to the decision, has resources to implement it, and needs a minimum of interference to accomplish the task.

The democratic style is generally considered the most effective, but it has also been recognized that different styles are effective under different conditions.

The theory of "distributed functions" or shared leadership comes closest to the cooperative philosophy on which parent cooperative preschools are based. This shared leadership concept assumes that leadership skills can be learned. We may be born with certain personality traits that increase the probability of our taking on leadership roles, but our success as leader will depend on the skills we use in a particular situation.

A group that provides opportunities for members to be trained in task and group building skills and effective problem-solving procedures, and to practice these skills in group meetings will enjoy the benefits of productive, committed members.

IN SUPPORT OF SHARED LEADERSHIP

Most of us think of groups as people meeting together for a specific reason. Our groups have jobs to do such as planning a fund-raising event, preparing a slate of nominees for election or making policy decisions. This is the task-related function of the group. The other side of the coin is its maintenance function.

A car has a task to perform, too, and we know we must do more than just fill the gas tank to keep it operating smoothly. We accept the fact that this mechanical system requires maintenance, but how often do we consider the need to keep a group in good working order through careful maintenance?

The key to maintaining a healthy group is the extent to which all members are encouraged to participate, i.e., share the leadership. Active participation by all is the only way to ensure that all the resources (ideas, opinions, information, conclusions, hunches) of the group contribute to its decision-making.

Why do people who seem to agree with a sound decision their group makes not put much effort into implementing the decision? Research concludes that we will work to make successful what we have helped to create. The more we participate in making a decision, the more we believe we have had some influence in the process, the more commitment we will feel, and the more responsibility we will take for making the decision work.

Finally, our participation itself generates feelings about the group and our membership in it. Again, we value and support what we help to create. The more we participate, the more satisfied we will feel with the decision and the more likely we will feel we can work effectively with the group in the future.

What is it then that keeps people from this active participation? It may be that more aggressive members dominate the discussion. But even when openings are made for them, some are naturally quiet, and remain silent because they believe they have nothing to contribute. These people experience little frustration. However, others may want to participate but may be reluctant to add a differing point of view because they feel their contribution is not valued. In this case their frustration level may be quite high and their satisfaction with being part of the group very low.

Under the concept of shared leadership group members share responsibility for participating themselves, encouraging others to participate and giving support when they do. The differing views expressed can result in productive controversy and ultimately in effective decisions.

GROUP ROLES

Any group member can be considered a leader if she does things that help the group reach its goals. As the situation within a group changes, an effective member will vary her behavior in order to be most helpful at that moment in the group's life. The way in which an individual behaves can be classified in general terms as a "role."

Work or task-related roles are those which aid the group in accomplishing its agenda or stated task. Such roles include:

- **INITIATOR** - suggests goals and procedures to initiate group action.
- **INFORMATION/OPINION GIVER** - states facts, beliefs, ideas, and suggestions relevant to group discussion.

- **INFORMATION/OPINION SEEKER** - asks for facts, opinions and ideas from other members to help group discussion.

- **CLARIFIER** - probes for meaning, restates and clarifies issues before the group.

- **SUMMARIZER** - pulls together related ideas; restates major points discussed, suggestions made; offers conclusion for group to consider.

- **EXPEDITER** - stimulates the group toward higher quality activity.

- **DIAGNOSER** - figures out sources of difficulties and blocks to progress being encountered by the group.

- **REALITY TESTER** - makes a critical analysis of ideas and possible solutions; applies these to real situations to see if ideas would work.

- **EVALUATOR** - compares decisions and accomplishments with group standards and goals.

Maintenance roles are those which help the group to maintain itself to meet the needs of its members and to build relationships which permit maximum use of member resources. Such roles are:

- **ENCOURAGER** - warmly encourages participation, recognizes contributions, shows acceptance and openness to others' ideas; friendly.

- **HARMONIZER/COMPROMISER** - tries to reconcile disagreements; reduces tension; gets group members to explore differences; modifies ideas in the interest of group cohesion.

- **GATE-KEEPER** - helps to keep communication channels open; brings group back to the subject by facilitating the participation of others.

- **STANDARD SETTER** - restates group standards and goals to increase awareness of direction of work and progress toward goal and to insure open acceptance of group norms and procedures.

- **TENSION RELIEVER** - eases tensions, makes meeting more enjoyable by diverting attention in an uncomfortable situation - joking, suggesting breaks, proposing fun approaches to group work.

- **CONSENSUS TESTER** - checks with the group to see if it is ready for a decision or to take action.

- **PROCESS OBSERVER** - watches how the group is operating and shares these perceptions with the group as a means of examining group effectiveness.

Not all behavior observed in groups is positive. Non-functional roles block the group's progress toward its goal and may weaken the glue that keeps the members together.

- **BLOCKER** - disagrees and opposes beyond reason; resists the group's wish for personally oriented reasons; leads the group off on a tangent, citing personal experiences, rejecting ideas without consideration.

- **AGGRESSOR** - deflates others' status or ego; attacks group or its values; jokes in a barbed or semi-concealed way.

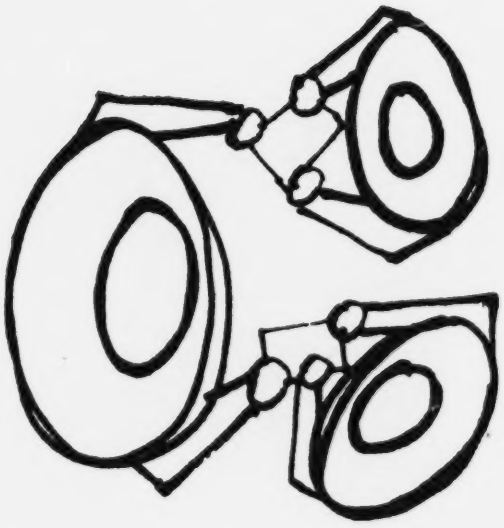
- **DOMINATOR** - asserts authority or superiority to manipulate group or certain members; interrupts contributions of others; controls by means of flattery or other forms of patronizing behavior.

- **AVOIDER** - pursues special interests not related to the task; strays off subject to avoid commitment; prevents group from facing up to controversy; withdraws, acts indifferently.

- **RECOGNITION SEEKER** - calls attention to self by excessive talking, boasting, extreme ideas, overexuberance.

5

FACILITATOR



THE ROLE OF THE FACILITATOR

The term "facilitator" has its roots in the Latin word FACILE which means EASY. Facilitating, then, means to make something easier - for someone else. The facilitator is the person with the skills to help another person or a group reach their goals.

Facilitating which occurs spontaneously is quite informal and might involve a group member being able to help the group accomplish its task and at the same time, being able to reach her own goals within the group. Sometimes the person may play more of a consulting role by supplying information that will help the group or individual reach its/her goals.

This chapter will focus on a more formal type of facilitating. Perhaps you have been asked to be the designated leader for a portion of a meeting to help a group accomplish a specific task. Or maybe you have agreed to lead a workshop which will provide the opportunity for participants to do their job better or differently or in new ways. The information on the next few pages is offered as a guide to the planning and presentation of such training sessions and should be adapted to suit individual situations.

CHILD vs. ADULT LEARNING

For years it was assumed that adults and children learned in the same ways. More recently principles of andragogy (adult learning) have been developed and those who lead successful workshops for adults prepare their presentations with these concepts in mind.

1. **Self-Concept**

   While children are perceived as dependent upon others, adults normally view themselves as independent, reliable and self-directed. Consequently, they respond best to a learning situation where there is mutual respect between leader and learner and where the leader is supportive rather than directive. They need the opportunity to identify their own learning needs and to take part in planning and evaluating the learning experience.

2. **Accumulated Experience**

   Because they have lived longer than children, adults have a larger and more varied resource of past experiences to bring to the learning situation. It is important to provide them with a format in which they can share this background and be both learners and teachers.

3. **Learning Readiness**

Some attention is now being given to a child's readiness to learn in a certain area; however, we tend to teach children in an arbitrary sequence what we think they need. Adults are able to identify what it is they need and want to learn. The design of the learning event should reflect the facilitator's awareness of this readiness to head in a specific direction.

4. **Time Perspective**

For young people education tends to be thought of as meeting future needs which are often employment-related. Adults, on the other hand, generally want to be able to use and apply new learning immediately. The facilitator must discover where participants are now and where they want to be, then develop a plan to help them get to their chosen destination.

EXPERIENTIAL LEARNING AS A TEACHING METHOD

Experiential learning is the method advocated in this handbook. We all learn from our experiences and experiential learning as a method is a process of identifying, analyzing, generalizing, and trying to apply conclusions about our own direct experiences in a group.

Experiential learning assumes that:

- the participant learns best when she is involved personally in the learning experience
- knowledge discovered by the participant herself is more meaningful to her and more likely to change her behavior
- the participant's commitment to learning is highest when she can set her own learning goals and work on them in a specific framework

In experiential learning each person shares responsibility for her own learning and since individual experiences vary, so does the learning. The approach produces a sense of accomplishment and success in learning. Not only that....it can be FUN too!

Facilitating experiential learning and the structured experiences that are a part of it, involves skills that can be learned. To some extent, these skills can be developed only through practice; however, this handbook contains a number of generally useful suggestions and you are encouraged to add more ideas from your reading and your own personal experience.

Within the framework of experiential learning there are a number of tools and techniques which can be used. Here's a list of some of them:

brainstorming	case study
lecturettes/lectures	structured experiences
role play	observation
demonstrations	dramatization
team teaching	

Remember that audio visuals can be useful too:

movies	video tape	slides
flip charts	filmstrips	posters
overhead projector	charts	records/tapes
graphs	cassettes	chalk boards

An integral part of experiential learning is the discussion which occurs after the role playing or structured experience itself is finished. This is referred to as the "debriefing" phase and it should be carefully planned to help participants focus on their learning and its application "back home."

One method of approach, developed by the Episcopal Church and known as EIAG includes four parts:

- o **EXPERIENCE** "Do." Every participant needs a chance to experience, and the experience must be real.
- o **IDENTIFY** "Look at" and share what happened as objectively and specifically as possible. What happened? What did I observe? What were my feelings?
- o **ANALYZE** "Think." What caused the results to happen? Why? What helped? What hindered?
- o **GENERALIZE** "Plan" for other experiences and future behavior. What have we learned? What would we do differently next time? HOW CAN THIS LEARNING BE APPLIED "BACK HOME?"

PLANNING THE WORKSHOP: THE DESIGN PROCESS

Individuals often work alone to plan and facilitate learning events, but whenever possible you are encouraged to share the responsibility with a co-leader. Your ideas plus hers will produce results greater than the sum of the parts contributed and better than either of you could achieve alone.

STEP ONE: ASSESSMENT

- o Determine needs and expectations of participants, their present concerns and previous experience. To do this, consult with the planning committee of the sponsoring organization which has invited you to present the workshop. Prepare a questionnaire or interview some individual group members.

- Establish interrelationship of participants. Are they part of an ongoing group, or will they come together just for the learning event? Will the program address a mutual concern of participants in their group life together or similar concerns existing in situations outside the participant group?

STEP TWO: GOAL SETTING

- Designing and facilitating will go more smoothly if you establish your direction at the outset. Clarify the GOAL (where you and the group are going) and the OBJECTIVES (how you expect to get there) of the event you are planning.

  Write objectives which are clear, specific, directly related to participants' needs and attainable in terms of resources available. Here's a sample:

  GOAL: To develop skills for increased effectiveness as a leader/member of a group.

  OBJECTIVES:

  a. To experience: the development of a group
     shared leadership
     management of controversy
     group problem solving

  b. To practice skills involved in effective communication.

- Learning experiences should be designed to enable the participants to acquire knowledge; to learn/polish skills; to change attitudes; and to change behavior.

STEP THREE: PLAN OF ACTION

- With your co-facilitator or on your own, brainstorm how to reach goals and objectives, i.e., possible activities, written materials, resource people, audio visual aids, background reading.

- Organize ideas generated by brainstorming. Consider alternatives and their consequences. Outline plan, showing general "flow" of the learning event. A sample design sheet is included at the end of this chapter. Is your plan realistic? appropriate?

- Does the flow move from whole to parts to whole? Begin by showing participants the whole process (an overview or chart). Present and examine each part. Finish by putting all parts back together to form the whole.

- Determine the time frame for each part of the plan. Allow as much time for discussing as for actual experience. Remember that too much time makes the session feel too long; too little time will

inhibit learning. The trick is to balance the learning within the time available to best fit the needs of the group.

- o Allow time early in the session to establish a good learning climate. Consider ways to foster warmth (feeling at home), respect (for each other's interests, needs, experience), and trust (openness and honesty).

- o Plan what will be evaluated and how. It is difficult to measure goals and objectives in human relations because behavior and attitudes change slowly over time after the learning event is concluded. However, at the end of a workshop, it is helpful to know something about the reactions of the participants.

  - What are their emotional reactions or feelings?
  - What information did they consider useful/significant?
  - What was clear/unclear?
  - What was of little or no value?
  - How effective were the facilitators and the methods?
  - What suggestions do they have for future sessions?
  - Any general comments?

  Consider also how the results of the evaluation will be collated. Will they be shared with the participants? With the sponsoring organization?

- o Collect and prepare materials.

- o Assign roles for co-leaders. Plan homework for the leadership team to increase your competence and confidence, e.g., reading, contact with resource people.

STEP FOUR: IMPLEMENT YOUR PLAN

- o It is advisable to arrive 30 to 60 minutes before the workshop is scheduled to begin. This will give you time to establish a feeling for the room and where you want your focus. You may also need to supervise the physical setting up of chairs and audio visuals.

- o As the facilitator, you are responsible for directing the group's activity and guiding the overall learning process. You will lead group discussion and can encourage appropriate behavior by modeling such techniques as active listening and clarifying.

- o Help participants move through the learning experience in small manageable steps. Encourage maximum involvement of every person.

- Observe and be sensitive to what is happening in small groups as well as in the whole group.

- Trust your plan...but don't be a slave to it. Alter if necessary. Stop an activity that is not working. Examine WHAT is happening. Discuss WHY. Encourage learning from every situation.

- Trust the group. Trust yourself.

RECIPE

To enhance an adult learning experience:

Begin with an environment that
- encourages open and honest behaviour
- is supportive and fosters collaboration
- allows people to make mistakes or "not to know"

Add meaningfulness for participants by
- meeting expectations
- setting goals they want to accomplish

Combine
- make decisions together
- plan together
- share authority (leadership)
- share feelings

Blend with the following leavening agents
- trust
- co operative interaction
- mutual sharing of knowledge and insights
- learning centred on task, problem or growth, rather than subject (content)
- 1+1→3

Use a good measure of the above starter and recombine with active participation

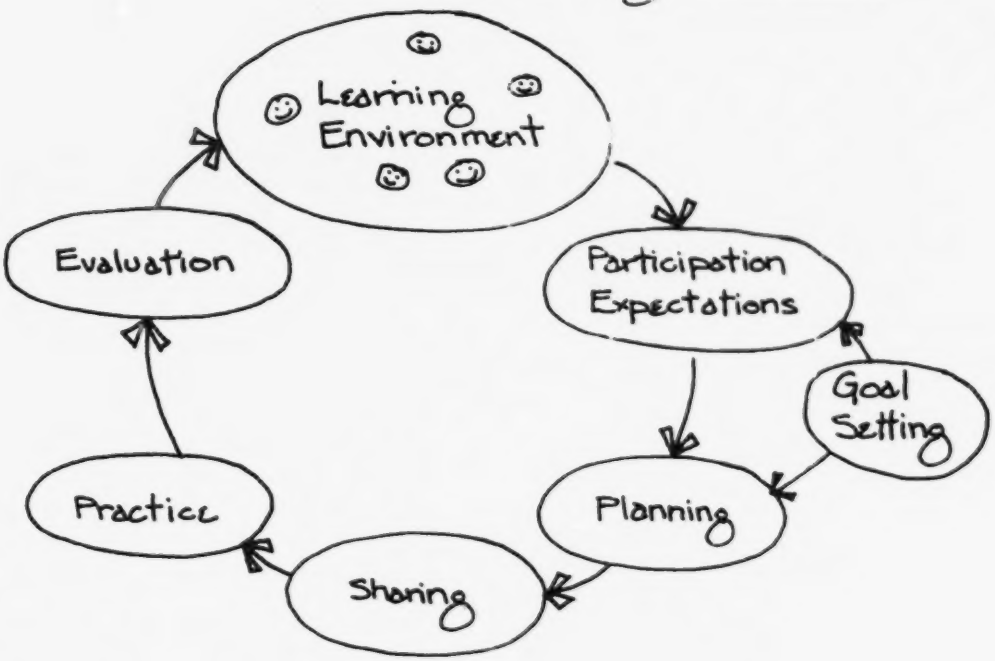
Practise variations. Add flavour, spice, colour
- practise new behaviour with support and safety
- express and deal with emotions generated by ideas expressed
- seek information to determine answers to your questions

Simmer until done, watching time and temperature throughout

Evaluate yield

- look at the learning generated
- reflect on the learning and how the ideas and experiences relate to everyday situations
- discuss applications of the learning to everyday behavior

The ultimate success of this recipe may be determined by the sharing, testing and applying of the learning back home



Helpful Hints for Facilitator

A WORD OF CAUTION------

Sometimes during a learning event one or more participants may head off in a direction other than that established at the outset by the group and the facilitators. Workshop activities may trigger feelings about past experiences that need to be talked out. For whatever reason, you may find that the group is "off track."

It's important to recognize what is happening, to acknowledge the importance of the discussion to those involved but to point out that such discussion is not helping the group reach its goals and objectives for the workshop. You may want to suggest another time to talk about the concerns that have arisen. If you do not feel qualified to facilitate such later discussion, try to suggest other sources of help for those concerned.

HINTS FOR THE FACILITATOR: A POTPOURRI

Let the organization's planning committee look after publicity, registration, budget and facility arrangements --

BUT --

Be sure you have input into any printed materials regarding the event, as whatever is said will begin to shape participants' expectations --

AND --

Let the planning committee know well in advance your requirements regarding room size, seating, wall space, audio visual equipment, refreshments, materials such as an easel, paper, markers and printed hand-outs.

PRIOR TO THE LEARNING EVENT it is helpful if you can:

- Arrange some form of direct contact with individual participants to begin the group building process.
- See the facility.
- Ask for access to the workshop room one-half to one hour before the starting time.
- Pack a kit of materials to take which could include: easel, flip chart, newsprint and felt markers, masking tape, thumb tacks, prepared notes on newsprint, any props needed for the structured experiences, copies of hand-outs.

GETTING STARTED....

CONSIDER THE LOWLY NAME TAG - Are you tired of the one that reads "HELLO... MY NAME IS.....?"

Name tags can do more than identify the wearer's name. They can also:

- spark interest, add humor
- be varied in shape and color, decorated with stickers
- provide information about the individual to be shared with the group, i.e., origin, child's name, feeling
- be a puzzle piece to be matched with another as a means of getting acquainted with another group member
- answer a question, complete a sentence related to workshop content or meeting purpose

For example, you might try asking participants to make a name tag and...

- add a word to tell the group what motivates you
- complete the sentence, "Nothing is as frustrating as....."
- draw a life line on the tag to show what your life has been like since we last met
- answer the question, "If you weren't here, where would you like to be today?"

At the beginning of a workshop or meeting, use name tags as warm-ups to encourage people to meet and talk to one another. Later on, use them to lead into the topic for discussion. If you ask people to write more than their names, be sure to allow time to talk about the content at some point during the workshop.

A FACILITATOR'S CHECKLIST.....

DO PREPARE

Have a written design sheet.
check timing of workshop activities.
Plan "more than enough."
Get answers to YOUR questions BEFORE the session.

DO PLAN TO BE FLEXIBLE

Have alternative activities ready in case the group is more (or less) advanced than you expected.
Check design sheet to determine points where changes are most likely to be needed.
Have printed materials ready and set out in order of use.

DO PLAN THE APPROACH

Start with a broad overview first.
Provide further information in small bits.
Keep purpose in mind.

DO FACILITATE THE PROCESS

Give everyone something to do at all times.
Let the group help you.

DO FACILITATE THE LEARNING

Use everything that happens as a learning opportunity.
Help participants to identify their learnings, then to apply these to their "back home" situation.

AVOID...AVOID...AVOID

Giving too much detail.
Excessive telling; practice listening, encourage sharing.
Pressuring people to take part.
Changing the design to suit one or two group members.
Arguing over opposing impressions of what did happen.
Putting people down.
Defending your own ideas of what was supposed to happen.
Deceiving people.
Overloading participants with more data than can be thoroughly discussed.
Overanalyzing data.
Repeating an activity that did not go as expected "until it works right."
Leaving participants to work out their own problems that were exposed.
Leaving applications of learning to chance.

DESIGN SHEET
(sample)

TITLE: "Communication between Parent and Teacher"

GOAL: To improve communication skills

DATE:

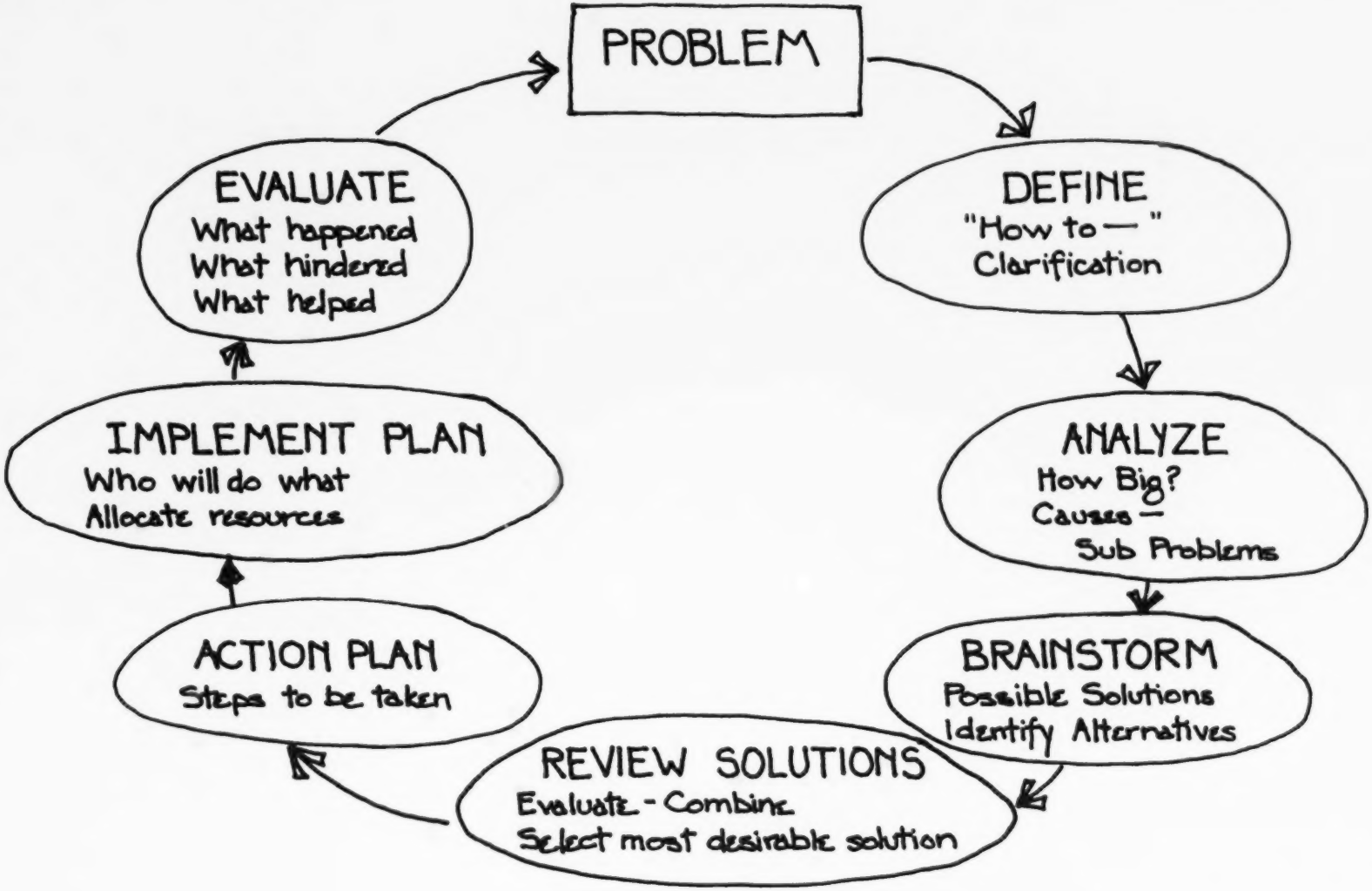
TIME: 9:30 - 11:30 a.m (2 hours)

OBJECTIVE(S): ① To identify factors affecting communication.
② To practise skills involved in effective communication in a non-threatening setting.

TIME	No. OF MINUTES	OBJECTIVE	PLAN	GROUP SIZE	MATERIALS	FACILITATOR
9:30 -9:35	5	To set tone and introduce facilitators	- Welcome; self-introduction by facilitators - Outline PURPOSE: to identify and practise skills of effective commun. METHOD: experiential learning - HouseKeeping: Comment on note-taking hand-outs; smoking; coffee; washrooms	Total Group		Ann/ Donna D
9:35 -9:50	8	To introduce participants; To identify expectations	- Self introduce to partner (could mention family, preschool, interests). Join another pair - introduce partner. Answer question "Why did you chose this workshop?"	2 → 4	Post question on flipchart	D
	7	To share expectations	- Share answers with all participants, match with goal, objectives	Total	Record on flipchart	
9:50 -10:05	5	To explore parent/teacher expectations	- Each group of 4 becomes parents or teachers; one person to record. - BRAINSTORM (explain) Parent groups: as many words as you can think of to describe your expectations of the teacher in a cooperative preschool. Teacher groups: as many words.... expectations of parents in a cooperative preschool.	4	Newsprint, marker for each group to record	A
	10	To share ideas	- Post newsprint. Identify similarities, differences. - Add any expectations not included.	Total	Masking tape	

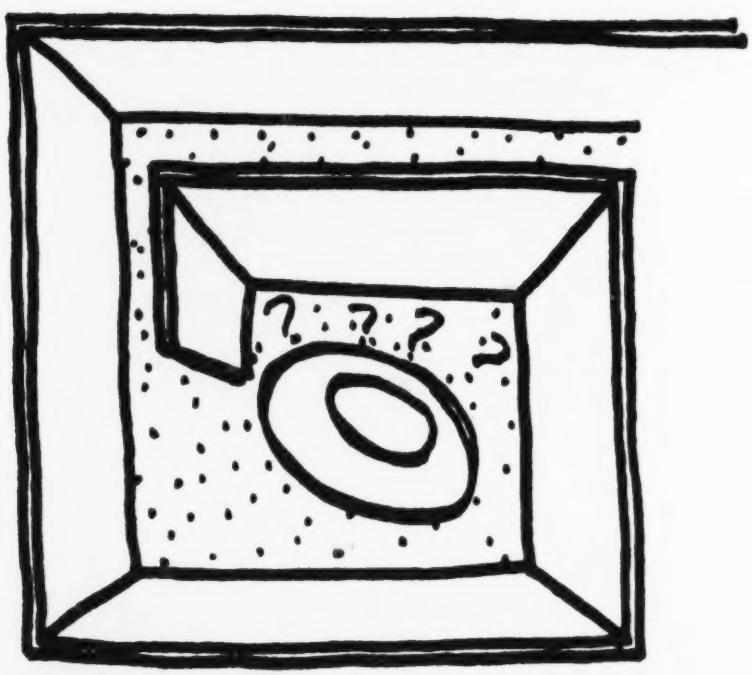
-48-

TIME	No. OF MINUTES	OBJECTIVE	PLAN	GROUP SIZE	MATERIALS	FACIL-TATOR
10:05 -10:15	10	To present theory re: communication	-BRIDGE: comment on expectations which may vary depending on perspective → affect behaviour -COMMUNICATION: lecturette, ques/ans. definition, filter factors, listening, levelling, clarifying, active listening	Total	Flipchart, marker (Ref: Ch. 2 Communication)	D
10:15 -10:25	10	To practise active listening	-Discussion topic: "How I respond to difference of opinion in a group."	2	Print topic on flipchart.	D
10:25 -10:40	5 10	To examine communication patterns	-BALL OF STRING (Ref: Ch. 8 - Str. Exps.) (choose topic such as 'Pros and Cons of Cabbage Patch Dolls" or "Computers for Preschoolers" -DEBRIEF (Ref: Ch 5 - Facilitator) Apply in parent-teacher context.	6 Total	One large ball of string for each group	A
10:40 -11:25	45	To experience information sharing and relate to sharing responsibility (The parent-teacher partnership)	-ROOM 703: A structured experience designed to permit study of how relevant information is shared within a group and observation of group strategies for problem-solving. (Ref: A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, Vol. V, pg. 39. Pfeiffer & Jones) -DEBRIEF (Ref: Ch 5 - Facilitator) What helped/hindered communication? Relate to shared responsibility for leadership (Ref: Ch. 4 - Leadership)	6 Total	Newsprint, marker and information cards for each group. Flipchart, marker, masking tape	D
11:25 -11:30	5	To wrap up, evaluate	-General comments linking workshop events with participant expectations, goal and objectives -Evaluation Sheets -Distribute hand-outs	Total	Evaluation sheets Printed hand-outs	A/D


PROBLEM
DEFINE
"How to — "
Clarification
ANALYZE
How Big?
Causes —
Sub Problems
BRAINSTORM
Possible Solutions
Identify Alternatives
REVIEW SOLUTIONS
Evaluate - Combine
Select most desirable solution
ACTION PLAN
Steps to be taken
IMPLEMENT PLAN
Who will do what
Allocate resources
EVALUATE
What happened
What hindered
What helped

6

PROBLEM SOLVING



???? PROBLEM SOLVING ????

WHAT IS A PROBLEM?

A problem exists when a person recognizes a gap between where she is and where she would like to be. A problem may also be described as a gap between a given state of affairs and the ideal or desired state of affairs.

WHAT IS A GOOD PROBLEM?

A "good" problem, one that has a high probability of being solved, has two characteristics:

- o there are possible solutions; and
- o the person experiencing the problem has a way of knowing when it is solved

IS THERE A PROBLEM?

If a person says, "I have a problem," then a problem exists whether others experience it or not. Not all problems are of the same intensity.

HOW BIG IS THE PROBLEM?

Decide which category the problem fits into. Does the problem involve

- o finding a better approach?
- o recognizing that the present way of doing things is ineffective? that something just isn't right?
- o addressing a matter of survival? an either/or situation?

WHERE DOES PROBLEM SOLVING HAPPEN?

A problem can be identified as such in an atmosphere where

- o it is O.K. to have a problem, not a sign of inadequacy
- o a solution is sought rather than proof of insolubility
- o there is cooperation among group members
- o competition is directed toward solving the problem

- there is freedom to develop new ideas and build on the ideas of others
- creative and open speculation are encouraged

USING THE PROBLEM SOLVING MODEL

The four basic questions to ask in this order are:

- What is the problem?
- What are the causes?
- What are the possible solutions?
- What is the best solution?

The problem solving model suggests that analysis and evaluation be separated from idea-generating activities. The rationale is that it is difficult to evaluate and create at the same time. These are two different types of activities and require different types of thought processes. It is difficult to separate the two since the mind almost automatically says, "I agree or disagree with the idea."

BRAINSTORMING is an idea-creating process used in problem solving. The objective is to think of as many ideas as possible in a short period of time. Record every idea, without comment. Work for quantity not quality. Encourage far-out ideas.

A warm-up session in brainstorming prior to the problem solving exercise sets the tone to get ideas flowing. Try holding up an object such as a coat hanger and asking for all the ways it could be used.

Brainstorming can also be used as a warm-up not necessarily followed by the problem solving exercise. A positive result of brainstorming is that each person feels that she has had an opportunity to contribute and that her ideas are worth writing down.

A spinoff is the feeling of unity the process gives to group members. What could be a competitive decision-making task becomes a collaborative problem solving task.

Try a practice session using a scenario. Here's a sample:

> "You are on a desert island. There are tropical trees with fruit to eat and there is a hut for shelter. The only manufactured object is a Pepsi bottle. Think of as many uses as possible for the bottle."

PROBLEM SOLVING MODEL

GOAL:

For the Group

- To generate an interest in and an understanding of one approach to problem solving.

For the Facilitator

- To guide the group through the different stages of problem solving in order for the group to be more effective and satisfied with its work.

GROUP SIZE: Six participants in a group, any number of groups.

TIME REQUIRED: In a workshop setting, up to an hour.

MATERIALS:

Watch
Magic markers, one for each group
Newsprint for recording
Newsprint with the four basic questions printed on it

SETTING: A room large enough to allow small groups to work without disturbing each other.

PROCESS: The facilitator's role:

- Give a quick overview of the process.
- Divide participants into groups of six.
- Distribute markers and newsprint to each group.
- Ask that a recorder be designated in each group.
- Instruct recorders to use the words of each speaker.
- Present the problem. All groups work out a solution to a given problem.
- Guide the participants through the phases asking one question at a time and setting a time limit for each phase (See next page).

FACILITATOR'S INSTRUCTIONS TO THE GROUP

What is the problem?

State it as a fact, "How to....."

Give background information only to describe the situation.

Keep clarification to a minimum.

Time allowed: 2 minutes

What are the causes?

Recorder is to note all suggestions and use the actual words of the speaker.

Group members suggest what each sees as possible contributing factors or sub-problems.

Do not evaluate.

Time allowed: 5 minutes

What are the possible solutions?

Brainstorm possible solutions. Explain brainstorm.
Start with the obvious.
Think creatively.
Build on the ideas of others.

Do not evaluate.

Time allowed: 5 minutes

What is the best solution?

Review possible solutions.
Consult person(s) with the problem.
Evaluate and combine ideas as appropriate.
Reach agreement. Consensus is desirable.

Time allowed: 5 minutes

In the total group post the solutions and/or ask for a report from each group. Discuss possible action plan and implementation.

In a real life situation formulate a plan of action.

Allocate resources:

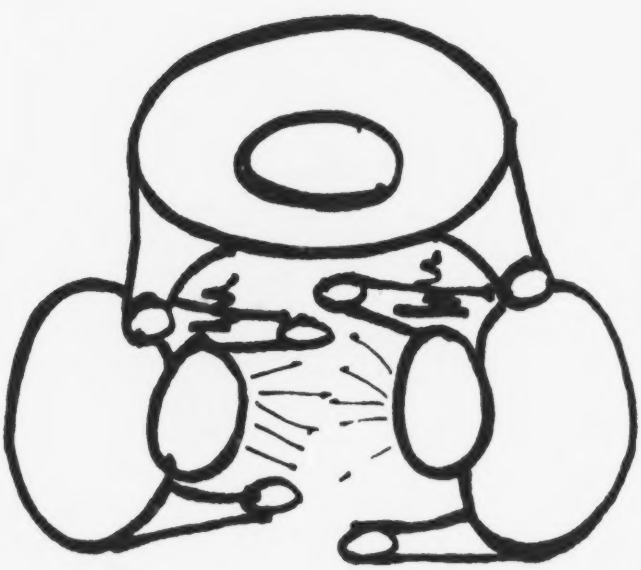
- o People.....Designate tasks
- o Money.....Amount needed, source
- o Materials...What is available, needed
- o Time.....Set deadlines

Establish line of responsibility...who reports to whom.

Follow-up...Evaluate the total process and what has been accomplished.

7

CONFLICT MANAGEMENT



CONFLICT MANAGEMENT

Conflict is a daily reality for everyone. Whether at home or at work, our needs and values constantly and invariably come into opposition with those of other people. Relatively minor conflicts are easy to handle and/or overlook. Weightier conflicts require a strategy for successful management; otherwise, they create constant tension or lasting enmity.

Conflict is also quite normal in the life of a group. Such disagreement is usually labelled CONTROVERSY. Its existence does not cause the disastrous events - war, violence, divorce, broken friendships - so often attributed to it. Rather, it is the poor or ineffective management of conflict that brings about these results.

The ability to manage conflict successfully is one of the most important social skills that an individual can possess. There are few formal situations in our society to learn conflict management. Like any other human skill, it consists of a number of important sub-skills, each separate and yet interdependent. These skills need to be assimilated at both the cognitive and behavioral levels. At the cognitive level we understand how conflict can be resolved. At the behavioral level we are able to use this understanding in order to manage real conflict effectively.

How do we deal with conflict?

Our behavior may be classified in three ways as:

AVOIDANCE: We may

- o deny the existence of conflict
- o withdraw from the situation
- o give in to the opposition
- o overpower the opposition, forcing acceptance of our point of view
- o devalue the issue, its importance, our own expertise in dealing with it
- o intellectualize the issue and hide our feelings about it
- o support and conform to group norms which forbid disagreement to be expressed

This strategy leaves us dissatisfied but may help us survive in those situations from which we can then escape.

DEFUSION: This is a delaying action which allows the situation to cool down or keeps issues so unclear that attempts at confrontation are unlikely. It works if delay is possible and/or a recurrence of the same situation with the same group is improbable. Its use results in dissatisfaction.

CONFRONTATION: Conflicting issues may be aired in two ways:

- Through a Power Struggle - which results in a win/lose situation. The person with the most power wins the battle; often the war has just begun. Depending on the situation, the loser may experience hostility, fear, anxiety and/or real physical damage. As a result the loser harbors resentment and waits for a chance to "get even."

- Through Negotiation - which results in a win/win situation with both sides satisfied with the solution.

NEGOTIATION: Requires a set of skills that must be learned (cognitive level) and practiced (behavioral level). These skills are separate but interdependent in successful negotiation. They include:

- DIAGNOSIS:

  The ability to determine the nature of a conflict. Is it an ideological (values) conflict? Is it a real (tangible) conflict? Is it a combination of these?

- INITIATION:

  Begin by confronting the other party with the tangible effects that the conflict has on you. "I have a problem..." In other words, explain your part of the problem and clarify. Do not include what you perceive to be wrong with the other side. Confrontation is not synonymous with attack. It means explaining how the problem affects you without putting the other person on the defensive.

- ACTIVE LISTENING:

  Paraphrase the other person's stand before you begin on your own. Active listening indicates your commitment to understand the other point of view, lowers resistance to negotiation and sets the tone for your to be listened to in turn.

- PROBLEM SOLVING:

  Use a problem solving process to negotiate a consensus decision (see Chapter 6).

THE POSITIVE POTENTIAL OF CONFLICT

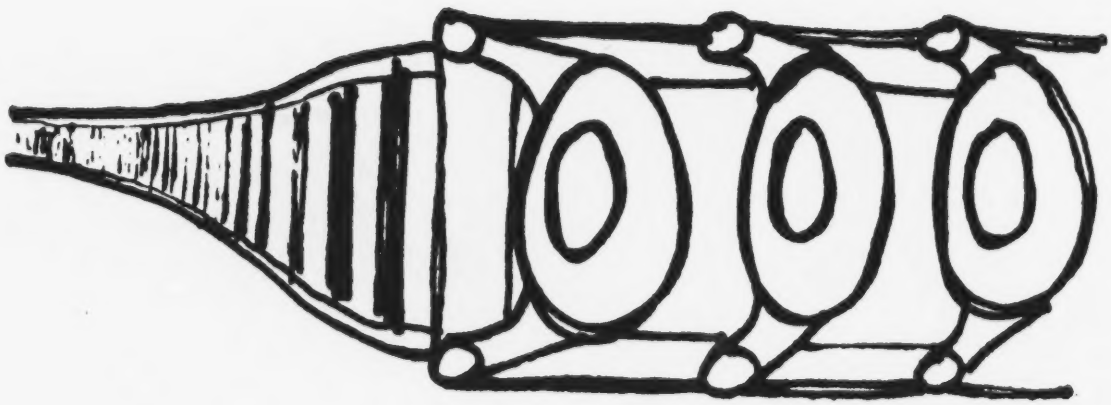
Conflict, when effectively managed, can produce real benefits for the individual and the group. It has the potential to:

- cause re-examination of procedures being used by a group, helping members to determine whether these are relevant to present needs and goals
- encourage personal and group change
- stimulate interest and spark curiosity
- bring problems into the open, resolve tensions, stabilize and/or improve relations among members
- promote creative thinking and innovative solutions to problems
- increase group cohesion and members' sense of identity with their group when there is inter-group conflict

Conflict may be likened to stress: well-managed, it keeps a group vital and progressive; poorly managed, it can destroy the group and its collective effectiveness.

8

STRUCTURED EXPERIENCES



STRUCTURED EXPERIENCES

The focus in this chapter is on two key procedures that are effective for experiential learning: role playing, and process observation.

ROLE PLAYING allows participants to focus on a specific skill and its consequences. In introducing the structured experience, the facilitator describes the imaginary life situation to be enacted as an opening frame of reference and assigns the initial behavior of participants. Then group members begin to act and react, letting their feelings, attitudes and behavior change as circumstances require. They are free to try new ways of handling situations without serious consequences.

When the role playing experience has been completed, the facilitator is responsible for guiding the group in a discussion to DEBRIEF the experience (see Chapter 5: Facilitator).

Debriefing involves:

- identifying and sharing what happened and how participants feel about their experience
- analyzing what caused the results identified. What behavior helped? What hindered?
- generalizing about what was learned and planning how this learning could be applied "next time," or in a real life situation

Ideally, the process would be repeated to test the learning and to hone more effective behavior. In reality this "practice" is generally left to the participants' discretion.

PROCESS OBSERVATION is used to clarify and improve ways in which the group is functioning. It involves HOW the group is operating, not WHAT it is accomplishing.

The process observer describes and records objectively the behavior of the group as it occurs during the structured experience and makes inferences about the process as she observes it. She is then responsible for sharing her observations with the group during the debriefing phase so that behavior in the group can be modified to increase group effectiveness.

In a workshop setting, the aspects of behavior to be observed, i.e., communication patterns, decision-making methods, etc., are identified in advance and an observation sheet is developed. Included at the end of this chapter are some examples of these sheets, but they will need to be modified to the specific situation.

A skilled process observer can participate in the group work and observe simultaneously.

A WORD ABOUT THE STRUCTURED EXPERIENCE ITSELF.....

In selecting or designing the structured experiences for use in workshops, it is best to examine the specific needs of the group and to develop learning experiences to meet these needs. It is more effective (though much more time consuming!) to adapt the material to each group than to deliver a prepackaged product.

Ideally, you may relate the structured experience directly to the real life experience of the group, e.g., to the cooperative preschool if this is the common bond of the group. Sometimes this reduces the learning; at other times it is most effective. Because participants bring so much of their own experience to the role play, they may become overly involved with the CONTENT with which they are dealing and may miss the PROCESS.

If the structured experience has an unfamiliar setting, i.e., in this example, one not related to the preschool, participants usually focus more readily on how the group is functioning. It then becomes essential in the debriefing for the facilitator to help the group determine how their learning can be transferred to real life, i.e., the cooperative preschool "back home."

A norm in human resource development is innovation. Facilitators around the world agree that it is more in the spirit to share valuable materials than to claim "ownership." The structured experiences in this chapter were borrowed and adapted from several sources in the field of human relations.

As you explore the various sources, you will find a similarity in the activities that are suggested to meet a specific need. There is an infinite variety of adaptations that can be made. The more you work with the material, the more aware you are of the possible adaptations and innovations. Much of it has already gone through various phases of evolution which obscure the original source.

In workshops, be selective in using experiences that promote:

- positive reinforcement
- team building
- cooperation
- challenge without competition

Strive for a non-threatening environment where it is safe to risk and to explore new behavior.

To get you started, here are some structured experiences to consider using in your workshop presentation.....

BALL OF STRING

GOAL: To identify communication patterns

GROUP SIZE: Groups of 6 - total unlimited

TIME REQUIRED: Approximately 15 minutes in total

MATERIALS: 1 large ball of string for each group

SETTING: Groups of 6 sit in a circle close enough for the ball of string to be passed back and forth

PROCESS: A ball of string is placed on the floor in the middle of the circle of 6 participants.

Only the holder of the string may speak. The speaker holds the strong and passes the ball to the next speaker. The ball of string is gradually unravelled as the participants hold the string and keep passing the ball from speaker to speaker.

It is important that the facilitator monitor the groups to enforce the rules. If a person speaks for any reason, the string is passed to her.

The facilitator may suggest that the participants use this opportunity to practice their skills in communication. Topics may be posted from which the groups may choose. Each group discusses the chosen topic for five minutes.

At the end of the 5 minutes, the facilitator enters into a discussion with the total group about the experience.

Using the **EIAG** method, after the **E**xperience:

Identify what happened in each group

Analyze why certain things happened

Generalize on what was learned and relate what happened to "back home" situations

JIGSAW

GOAL: To encourage team building; to experience cooperative problem solving.

GROUP SIZE: 6 participants in a group, any number of groups.

TIME REQUIRED: Approximately 35 minutes.

SETTING: A table that will seat each group of 6.

MATERIALS: A set of puzzle pieces for each group of 6 (prepared ahead of time), one copy of the jigsaw group instruction sheet for each group.

PROCESS: Participants in groups of 6 are given 6 envelopes containing puzzle pieces to distribute among themselves. The envelopes are to remain unopened until they are told to begin work.

The facilitator gives to each group a copy of the group instruction sheet (see next page). Facilitator then reads the instructions to the total group, calling for questions or questioning the group about their understanding.

Facilitator tells the groups to begin work. It is important for the facilitator to monitor what is happening in the groups and to enforce the rules established in the instructions.

When all groups have completed the task, the facilitator enters into a discussion about the experience with the total group.

Facilitator asks for observations made by members during the Experience:

Identify and share what happened
Analyze why these things happened
Generalize on what the learning is

Relate what was learned to "back home" situations

VARIATIONS: Include an observer/judge. See next page for instructions.

DIRECTIONS FOR MAKING THE JIGSAW PUZZLE

Cut 6 identical cardboard squares, 6 inches in size. Mark each cardboard square into 4 pieces, then cut. Corners may be made so that they are interchangeable in the puzzle. Vary shapes of pieces.

The puzzle pieces are placed into 6 envelopes so that no one person has the necessary combination to complete her square.

GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. You will begin at a given signal. The task of your group is to form 6 squares of equal size. The task will not be completed until each person has before her a perfect square of the same size as those in front of the other members of the group.

Your limitations are:

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that she needs a piece. Members may voluntarily give pieces to other members.

OBSERVER/JUDGE INSTRUCTION SHEET

1. There is to be no talking, pointing or communicating.
2. Participants may give pieces directly to other members, but may not take pieces from other members.
3. Participants may not put pieces in the center for others to take.
4. It is permissible for a member to give away all the pieces of her puzzle even if she has already formed a square.

AS AN OBSERVER, LOOK FOR:

1. Who is willing to give away puzzle pieces?
2. Is there anyone who continuously struggles with the pieces, but is unwilling to give away any pieces?
3. Does anyone finish her puzzle and withdraw from the group problem solving?
4. What is the level of anxiety or frustration?
5. Does anyone try to violate the rules?
6. Is there a turning point at which members begin to cooperate?

HEADBANDS

GOAL: To experience role expectations, their effects on individual group members' behavior and on the total group performance.

GROUP SIZE: 8 participants in a group, total unlimited.

TIME REQUIRED: Approximately 45 minutes.

MATERIALS: Prepare headband for each participant using heavy paper and index cards (see directions below).

SETTING: Groups of 8 are seated in a circle.

PROCESS: A headband is placed on the head of each participant without the wearer seeing the label she is wearing.

At a given signal the participants discuss a topic which may be given by the facilitator or chosen from a list of three suggestions.

FACILITATOR'S INSTRUCTION: "Respond, being yourself, and react to the label worn by each group member when she speaks."

After 20 minutes, discussion of the topic stops and participants try to guess headband labels.

The facilitator leads a discussion on the total experience with the group. Some questions might be:

- What problems of trying to "be yourself" did you have?
- How did you feel about the group's response to your comments?
- Did you change your behavior in reaction to group response? How?

DIRECTIONS FOR MAKING HEADBANDS

With a felt-tipped marker, label each index card to show a particular role and how others should respond to it. Examples:

Novice	- New Here	Helpless	- Support Me
Authority	- Obey Me	Expert	- Ask My Advice
Insignificant	- Ignore Me	Comedian	- Laugh at Me
V.I.P.	- Respect Me	Blank Card	- (no message) may be used

Staple each index card to a band of heavy paper which can be fastened at the back of the head with a large paper clip.

CHOOSING A COLOR

GOAL:	To experience conflict; to experience group problem solving.
GROUP SIZE:	7 to 8 participants in a group.
TIME REQUIRED:	45 minutes.
MATERIALS:	An envelope of directions for each group.
SETTING:	Groups of 7 to 8 participants seated in a circle. Groups spaced so that they do not disturb each other.
PROCESS:	Each group is given an envelope with directions and containing an envelope for each group member. Scenario is included in the envelope. Facilitator reads the scenario to the group and tells the group to begin. Allow 15 minutes for exercise. Facilitator then instructs each group to spend 5 minutes talking about how the decision was made. In total group a discussion is led on the experience. Facilitator may then talk to the group about conflict management (see Chapter 7: Conflict Management).

SPECIAL INSTRUCTIONS ON THE ENVELOPE

Each member is to take one of the smaller envelopes from this envelope and follow the instructions contained on the card (see next page).

Do not allow anyone else to see your instructions.

SCENARIO

A new cafeteria in the school has just been completed. The building committee is over-budget and needs to take advantage of a 25% off paint sale that ends today at 5:00 p.m. Choose a paint color for the cafeteria walls.

Enclosure cards placed in the inner envelopes, one per group member.

POSITION Support BLUE	POSITION Against BLUE
POSITION Introduce a different color orange	POSITION Support GREEN
POSITION Support YELLOW	POSITION Against YELLOW
POSITION None - Your Color	POSITION Against GREEN

SAMPLE OBSERVATION SHEETS

A. Develop a set of questions for the process observer to answer through observation of the role playing experience.

EXAMPLES:

1. Who does and does not participate in the discussion? Who participates most frequently?

2. Who has influence in the decision-making and who does not? How is influence determined (expertise, age, position held, loudness of voice)?

B. Design and label a grid to allow the process observer to check off specific behavior as it occurs.

EXAMPLES:

1. To observe specific task/maintenance behaviors:

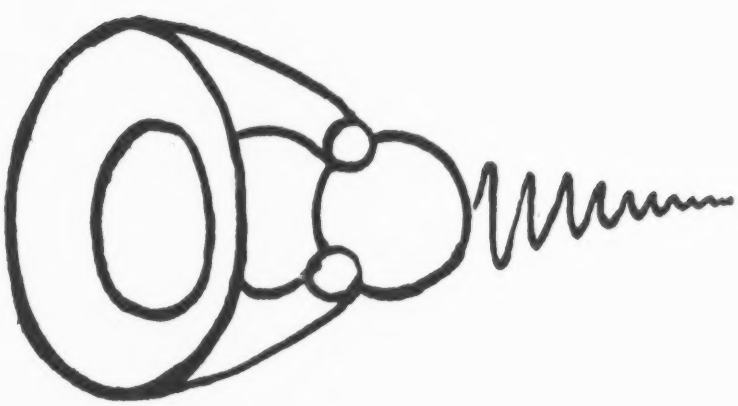
   List the names of all group members at the left side of the grid. List behaviors to be identified in columns across the top (see Chapter 4: Leadership, for some classifications). Have the process observer check off behavior opposite the name of the group member observed using it.

2. To observe the frequency of use of specific behaviors:

   List behaviors to be observed at left side of grid. Let columns to the right represent 5-minute periods of time. Ask the process observer to check off each type of behavior listed every time it is observed in each time block.

9

GAMES



GAMES GAMES GAMES

Games can be used as a change-of-pace with any group. When incorporated into a workshop, the physical activity of games is a valuable addition to the cognitive structured experiences. Plan to use games that complement what the group is experiencing at any point in time. Games introduce a "permissible" physical component for adults, quickly and effectively breaking down barriers and promoting verbal and non-verbal communication. People relax and have fun. There is also the opportunity for personal growth as we get in touch with the child within us all.

Advocates of the cooperative philosophy can readily identify with cooperative games and their use in workshops. What is a cooperative game? According to Terry Orlick, author of The Cooperative Sports and Games Book, the essential components of a successful cooperative game are:

COOPERATION: Directly related to communication, cohesion, trust, and development of sound social-interaction skills. Through cooperation we experience teamwork; we learn to share, to be concerned about others' feelings, and to work toward getting along with others.

ACCEPTANCE: Feeling accepted relates directly to heightened self-esteem. Each person makes a meaningful contribution toward accomplishing a group goal or completing a game successfully.

INVOLVEMENT: Directly related to our feeling a part NOT apart, to our making a contribution which is valued, and to our being satisfied with the activity.

FUN: Without fun and happiness, the experience can be joyless. Fun is "feeling good" about ourselves and what is happening around us. Sharing, without fear of failure or rejection, adds to the fun.

In all the activities, you work toward win/win situations with no losers, no one left out, and no one getting hurt.

WARMUPS

Activities that are introductory at workshops include:

- Learning names
- Finding a partner
- Interviewing a partner
- Completing simple tasks together

Each person is wondering, "Where do I fit?" Time must be allowed for this concern to be resolved.

SOME EXAMPLES:

BALL TOSS

GOAL: Learn names, warm up.

GROUP SIZE: 6 to 10 players.

MATERIALS: One ball per group, initially.

PROCEDURE: Form a circle.

Each time a person passes the ball she calls out her name.

Continue a few minutes until everyone has made a connection between names and faces.

CHANGE - Now each time the person passes the ball she must call out the name of the person to whom she passes. If a name is forgotten, simply ask, "What is your name?"

VARIATIONS: Add another ball for more action.

Widen the circle.

Use an imaginary ball. The receiver can change it: "Jane, it's a basketball!" "John, it's a watermelon!"

Add physical activity by having a person in the middle of the circle who passes the ball to someone in the outer circle and calls out her name. Switch places. Add more people in the middle and additional balls.

BALLOON BALANCE

GOAL: Warm up, make introductions, practice cooperation.

GROUP SIZE: 2 players as partners, any number in total.

MATERIALS: One inflated balloon for each pair of players.

PROCEDURE: Partners hold a balloon between them without using their hands, then move about the room experimenting with a variety of ways to hold their balloon...head to head... back to back.

Add challenge:

- o move about to music.
- o learn something about your partner while doing the activity.
- o follow this activity by joining with two others and introducing your partner. Tell something that you have learned in your introductions.

CAN YOU DO THINGS TOGETHER

GOAL: Increase awareness, improve communication, cooperate creatively with a partner.

GROUP SIZE: 2 players as partners, any number in total.

MATERIALS: None.

PROCEDURE: Perform task or act out the motion with a partner. The varieties are infinite. CAN YOU.....

- o walk through a field of sticky glue?
- o swim through jello?
- o get behind your partner, wrap your arms around her front and walk at the same time?
- o walk together with two other people?
- o touch or point to the color blue...red...?
- o walk through an obstacle course...across a stream on stepping stones...along the top of a four foot wall?
- o ....think of other things to do together?

Games can be used to develop other aspects of a group's life. Try these activities:

LEANING RING

GOAL: Build trust and cooperation in the group.

GROUP SIZE: 8 to 10 players.

MATERIALS: None.

PROCEDURE: Players stand in a circle and join hands.

Count off by "twos" all around the circle.

On a given signal, keeping their bodies straight, all the "ones" lean forward toward the center of the circle, and all the "twos" lean backward away from the center.

Once the leaning ring is formed, the "ones" can alternate with the "twos" by slowly reversing the direction of the lean.

PULL UPS

GOAL: Build trust and cooperation in the group.

GROUP SIZE: Begin with 4 players; if successful, try larger groups of 6 to 8 players.

MATERIALS: None.

PROCEDURE: Sit as a group in a circle on the floor.

Grab hands or arms and try to pull up to a stand as a unit. Group members can experiment to discover workable ways to get up.

Some possibilities: Linking elbows with the person or either side, or grasping wrists with the people on either side of one's immediate neighbor.

TANGLES

GOAL: Build trust and cooperation in the group.

GROUP SIZE: 8 to 10 players.

MATERIALS: None.

PROCEDURE: Group members stand in a circle, shoulder to shoulder.

Place hands in the center and take hold of the hands of two others, EXCEPT for those immediately next to you.

The group now works together attempting to untangle themselves without releasing hands.

HANDSHAKES

GOAL: Non-verbal communication and team building.

GROUP SIZE: 10 to 25 players.

MATERIALS: None.

PROCEDURE: Start with everyone standing in a circle holding hands.

One person gives a quick squeeze to the hand of the person on the right.

The squeeze gets passed along until it returns in the left hand.

When the original squeeze has been passed on well, start another in the same direction, or in the opposite direction.

Any combination of squeezes can be initiated to see if they can be continued.

Vocal sounds can be added to the squeeze, i.e., "Ooh," "Aah." Send "Ooh" one way, and "Aah" the other.

The group leader can be part of the group and initiate the "squeezes."

LAP SIT

GOAL: Build trust and cooperation in the group.

GROUP SIZE: 8 to 10 players at first, then try larger group.

MATERIALS: None.

PROCEDURE: Group members stand shoulder to shoulder in a circle, then all turn to the right.

Each person grasps the waist of the person in front and takes one step toward the center of the circle to tighten it up.

At a given signal, the players attempt to sit on the knees (not thighs) of the person behind, creating a sitting circle.

NOTE: This can only be successful if the shape of the circle is maintained throughout. It also helps if the group leans SLIGHTLY toward the center as they settle down.

IF SUCCESSFUL.....

VARIATIONS:

- o all stretch arms out in unison
- o clap three times
- o touch the floor outside the circle
- o lean in slightly and raise the outside leg
- o try stepping forward three steps...left, right, left...VERY DIFFICULT...be prepared for a heap on the floor.

WINDING DOWN

GOAL: To get the group back together and feel group energy.

GROUP SIZE: Total group.

MATERIALS: None.

PROCEDURE: Everyone joins hands in a circle, pause for a few moments. Feel the group coming together.

(Winding Down - continued)

One person releases the hand of her neighbor and, pulling the human rope behind, starts to walk around the outside of the circle. The other person who broke hands remains in position.

The chain of people spirals around and around the stationary person, drawing everyone into a tighter and tighter coil.

When everyone is wrapped around each other, feel the group energy. You may want to sway together, or express how you feel.

TO UNFOLD the spiral, start from the center. Still holding hands, the person in the middle ducks down and works her way out under the arms of the players. Still holding hands, the whole group follows. When you are all unwound, you should be in a circle facing toward the center again.

POINTS TO KEEP IN MIND

- Choose activities that are suitable to the players' needs and abilities.
- Consider the comfort of the players and how they are dressed. Prior to workshop day, suggest players dress casually.
- Consider the physical possibilities and limitations of your play area.
- Start off with an activity that brings the whole group together.
- When players must divide themselves into partners or groups, do this in the least threatening way possible.
- Ask how they feel about playing the games and get some feedback during the games as well as after.
- Let players know at the beginning that anyone can "pass" on an activity. There should be no comment on this choice.
- Use more active games for people who have been sitting for a long time.
- If people are tired or it is early in the morning, start with a quiet activity such as partner introductions in small groups.
- Keep their interest up by introducing a new activity before they become tired or bored.
- Have more than enough games in mind or on paper to last the session.
- Have alternate games in mind in the event that some are not suitable or do not work out as expected.
- If the game falls flat, acknowledge it in the group and suggest another activity. "It looks like....."
- End with a quiet, winding down activity that allows everyone to regroup in a fun way.

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(PART 2 - PARENTS' ROLE IN A COOPERATIVE PRESCHOOL)